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AUTHOR Burns, Anne, Ed.; Hood, Susan, Ed.
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ABSTRACT

The collection of papers on course design includes reports of teaching practice and classroom research by teachers of English as a second language. Papers include: "Teacher Researchers: Perspectives on Teacher Action Research and Curriculum Renewal" (Anne Burns); "From Curriculum to Courses: Why Do Teachers Do What They Do?" (Susan Hood); "The Dynamic and Complex Process of Course Construction" (Angela McKenna); "The Special Considerations in Selecting and Sequencing Content in Workplace Courses" (Ann Beales); "Functional Grammar in the Classroom" (Annabelle Lukin); "Topics, Text-Types and Grammar: Making the Links" (Susie Llewelyn); "What About Grammar?" (Dora Troupiotis); "Investigating with Learners Their Perceptions of Competency-Based Language" (Alison MacPhail); "Developing Integrated Approaches to Assessment" (Michael Carroll); "The Effects of Educational Background in the Program of Beginning Learners: A Case Study" (Margaret Carew); "Competency-Based Vocational Language Learning: Exploring Learners' Views" (Vivienne Campbell); and "Collaboration in Action Research: The Role of the Research Coordinator" (Nan Dingle). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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